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ABSTRACT

Partners in Quality is a research and development project sponsored by the Canadian Child Care Federation and its affiliates to explore how child care providers, parents, and other partners can work together to support and improve quality in child care. This facilitator's guide is designed to help facilitators prepare and deliver workshops based on a six-booklet series. Although there are ten 1.5-hour workshops detailed in the guide, the guide provides suggestions for delivering the material in a variety of workshop formats. Workshop topics relate to child care relationships, infrastructure, and communities; and tools for child care practitioners and administrators are also presented. The workshop topics are: (1) "Families: Establishing the Connection"; (2) "The Culture Barrier, Establishing the Connection, Reflection"; (3) "Impact of the Infrastructure"; (4) "Influencing the Infrastructure of Child Care Programs and the Broader Child Care Infrastructure"; (5) "Why Have Community Partnerships?"; (6) "How To Build Community Partnerships"; (7) "Standards of Practice and Code of Ethics for Child Care Practitioners"; (8) "Guide to Self-Reflection for Child Care Practitioners"; (9) "Standards for Quality Child Care Programs"; and (10) "Standards of Practice for Administrators of Child Care Programs." The guide's introduction details steps for leading large and small group discussions and promoting the workshops. Each workshop is organized in the following sections: icebreaker activities, activities to introduce the specific topic, large and small group activities, debriefing suggestions, and tips for closing remarks with follow-up activities. Activity options include case studies analysis, small- and large-group discussions, brainstorming, role play, and short lectures. Suggestions for participant and facilitator self-evaluation are provided. The facilitator's guide is supplemented with a set of photocopy-ready handouts and overheads.(KB)

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Partenaires pour la qualité

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Partners in Quality

Facilitator's Guide

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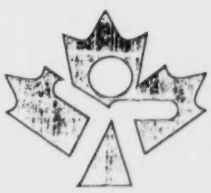

A project of the Canadian Child Care Federation
in partnership with its provincial and territorial affiliate organizations

Facilitator's Guide

by Sandra Beckman

Based on the Partners in Quality series of the Canadian Child Care Federation

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Introduction

Overview of Facilitator's Guide and Workshops

This guide is designed to help facilitators prepare for and deliver workshops based on the booklets in the *Partners in Quality* series.

Partners in Quality Series

Partners in Quality 1: Issues

Partners in Quality 2: Relationships

Partners in Quality 3: Infrastructure

Partners in Quality 4: Communities

Partners in Quality: Tools for Practitioners in Child Care Settings

Partners in Quality: Tools for Administrators in Child Care Settings

Although the introduction includes tips for the workshops based on the Partners in Quality series, the information is relevant for leading any large or small group discussion in a variety of settings.

A variety of techniques and tools are provided to enable successful facilitation of:

- A single 1 ½ hour workshop that could be used for a conference presentation
- A 3-hour workshop that combines parts A and B of each numbered workshop in the *Partners in Quality* series
- A full series of 1 ½ or 3-hour workshops There are a total of 10 topic areas that are covered in the guide (numbered 1A to 5B).

Instructions are provided to assist the facilitator prepare for each workshop. General time lines are proposed. However, if you have a large group, or want to spend more time than is indicated on any parts of the workshop, you may adjust times to suit the needs of the group.

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Partners in Quality Booklet 1 – *Issues* is the foundation for all the workshops. Each of the other booklets in the series is used as a resource for two workshops (A&B). Participants must have a copy of the booklet available as the workshop activities are based on parts of each booklet. When advertising your workshop, include a notation of the booklet requirement. When registering, prospective participants need to indicate if they have the booklet or need to purchase one. Booklets can be ordered from the Canadian Child Care Federation (see order form in kit folder for more information). Ensure you have enough booklets available so that participants can purchase them the day of the workshop.

Partners in Quality Booklet 2 – *Relationships*

Workshop 1A: Families: Establishing the Connection
Workshop 1B: The Culture Barrier, Establishing the Connection, Reflection

Partners in Quality Booklet 3 – *Infrastructure*

Workshop 2A: Impact of the Infrastructure
Workshop 2B: Influencing the Infrastructure of Child Care Programs and the Broader Child Care Infrastructure

Partners in Quality Booklet 4 – *Communities*

Workshop 3A: Why Have Community Partnerships?
Workshop 3B: How to Build Community Partnerships

Partners in Quality Booklet 5 – *Tools for Practitioners in Child Care Settings*

Workshop 4A: Standards of Practice and Code of Ethics for Child Care Practitioners
Workshop 4B: Guide to Self-Reflection for Child Care Practitioners

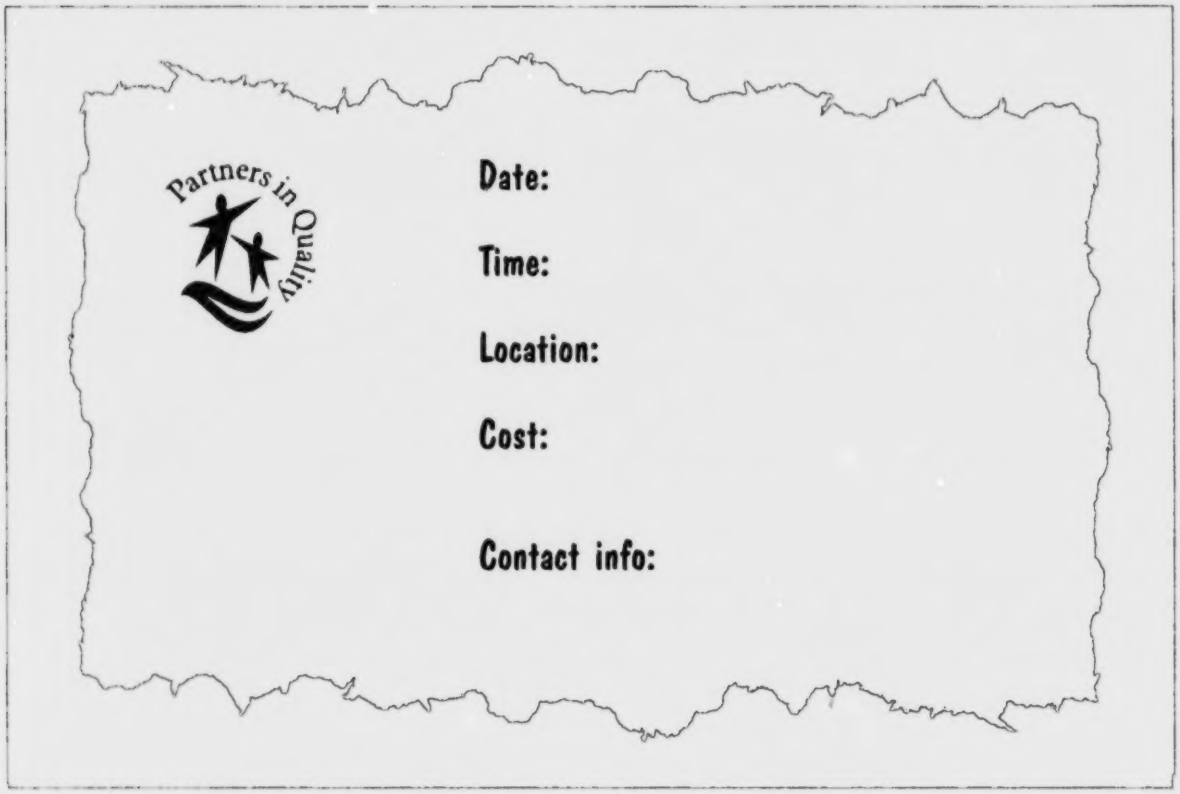
Partners in Quality Booklet 6 – *Tools for Administrators in Child Care Settings*

Workshop 5A: Standards for Quality Child Care Programs
Workshop 5B: Standards of Practice for Administrators of Child Care Programs

"We find comfort among those who agree with us – growth among those who don't."
Author unknown

Promoting Your Workshop(s)

Use this sample advertisement to promote your workshop, adding whatever details are necessary.



General Workshop Outcomes

As a facilitator, review these general objectives before every workshop.

- Participants learn something new.
- Participants have fun.
- Expectations of participants are met.
- Effective feedback is given to participants.
- There is effective wrap-up.

The learning outcomes specific to each workshop are included in the workshop module.

"Having a good time is the best motivator there is. When people feel good about a company, they produce more."
Dave Longaberger

7A

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Audience: Who Will Benefit from the Workshops?

The primary audience for these workshops is child care practitioners working in a wide variety of settings, including child care centres, family child care homes, preschools or family resource programs. However, the guide is easily adaptable to a wide range of audiences, such as parents, recreation program leaders and child care centre boards.

All participants bring their own knowledge, skills, thoughts and ideas as well as their expectations of what they will gain from the workshop. This guide provides the facilitator with numerous tools, including interactive learning activities to optimize each participant's learning experience in order to meet individual needs.

Participants also have responsibilities to make the workshops a positive learning experience. It is the responsibility of participants to:

- Actively participate;
- Take part in discussions;
- Share their knowledge;
- Demonstrate enthusiasm; and
- Evaluate the workshop.

Tips for the Facilitator

The success of the workshops depends on the participation and enjoyment of everyone in the group. Several user-friendly tips are provided below to enable you to lead a successful workshop.

- Think of participant's comfort level and the purpose of the workshop. Can the heat be adjusted? What is the lighting like? Are there distractions that you can prepare for or prevent? For example, if you're in a school with an automatic bell system, inform the participants that a bell will be ringing every 55 minutes. If there is a PA system, ask to have it turned down if possible.
- Check the size of the room and determine the maximum and minimum number of participants it can accommodate. Ensure you do not register or accept more participants than the room can accommodate, or find a larger room, if time permits.
- Determine seating arrangement in advance (e.g. round tables, rectangular tables, chairs only). Consider how easily can seating be rearranged for small and large working groups.

Set-up

The facilitator has the responsibility to...

- Encourage active participation;
- Use facilitation aids;
- Demonstrate good questioning techniques;
- Keep on task and on time;
- Set clear objectives for self and others; and
- Use effective feedback.

> We ourselves must be full of life if we are going to make life fuller for others.
> David Sawyer

A successful facilitator is...

- Organized
- Flexible
- Enthusiastic
- Encouraging
- Clear (instructions/feedback)
- Empathetic.

To ensure a successful workshop...

- Stay focused.
- Use your listening skills.
- Find out what participants already know and their expectations.
- Give positive feedback – paraphrasing/summarizing.
- Set reasonable objectives.
- Set approximate time frames.
- Be clear about what you want to accomplish.
- Be familiar with the variety of delivery methods you will use.
- Wrap-up effectively.

Facilitation Aids

Flip charts, chalk or white boards, overhead projectors and handouts can be used to enhance the workshop. These aids are useful for presenting or recording information. Remember that facilitation aids must be:

- Visible to all
- Brief
- Easy to read and understand
- Portable
- Colourful
- Re-usable.

Flip charts

Flip charts are simple and easy to use. The flip chart can be used for brief notes, pictures, simple diagrams, specific points or to highlight comments from small or large group discussions. Flip charts are reasonably portable and can be prepared in advance, if the facilitator wishes to use them for brief notes or specific points.

When using flip charts, remember the following rules:

- Print neatly.
- Limit the amount of information you put on one page.
- Start at the top.
- Use thick markers and large letters (approximately 2 inches).
- Ensure that everyone in the room can see.
- Bring masking tape to post pages on the wall if using a number of pages.

> "What we anticipate seldom occurs, what we least expected generally happens."
> Disraeli/Henrietta Temple

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Overheads

Overheads can also be prepared in advance. There are several overhead masters in this kit that can be copied onto transparencies for use in each of the workshops modules. A benefit of using an overhead projector is that you can face your audience as you speak to the points. You can also use colour in text, diagrams or pictures. Material you wish to use from a booklet, computer, or other source can be printed and photocopied directly onto transparencies. With coloured pens, you can write on the transparency as well.

When using overheads, remember these points:

- Switch off the overhead projector when it isn't needed as it is distracting.
- Face your audience; don't face the screen.
- Limit the amount of information you put on one overhead.
- Use the right type of pen.
- Position yourself so you are not blocking the screen.

White or chalk board(s)

If the room has a board, it can be used for notes to accompany a lecturette, spontaneous notes from discussion as well as pictures or diagrams. It is also a very simple facilitation aid for those of us who may be intimidated by technology.

When using white or chalk boards, remember:

- Use large, clear, easy to read printing.
- Start at the top.
- Ensure that the board is clean before you use it.
- Face and talk to your audience, not the board.

Handouts

Handouts can provide information that participants can take home when the workshops are over. Handouts are easy to prepare. They can be typed rather than printed (as for white boards or flip charts). Handouts can provide outlines, instructions for tasks, notes, pictures, diagrams, etc. for use in the workshop or for participants to take home.

When using handouts, remember these tips:

- Make handouts easy to read.
- Keep them simple and well organized.
- Type them; don't hand print.
- Ensure there are enough copies for each participant.
- Give the explanation before you hand out the material.

> "Treat people as if they were what they ought to be, and you will help them to become what they are capable of being."
> Johann Wolfgang Von Goethe

Listening Behaviour

It is important to note that listening behaviour is both non-verbal as well as verbal. Pay attention to your posture, maintain eye contact, focus on the speaker and use appropriate body language such as nodding, smiling and tilting your head to indicate attentive listening.

There are a number of verbal responses that illustrate effective listening behaviour:

- Keep the focus of attention on the speaker.
- Accept the speaker's ideas and feelings.
- Probe in a helpful way for further information.
- Paraphrase.
- Summarize.
- Offer advice if requested by suggesting several alternatives, not just a "correct" suggestion.

Interpersonal Skills

There are a wide variety of factors that affect human relations in the workshop environment. In your role as facilitator, the factors described below are of particular importance.

Clarity – Ensure that your information is clear and not confusing to your audience. Watch your participants to note their verbal and nonverbal feedback – remain sensitive to the clues that will tell you if the group understands what you are saying. Give understandable, straight-forward information. Overhead points have been provided for all the workshops to enable you to keep your messages clear.

Trust – As a facilitator, you are perceived by others as dependable, consistent and concerned that they will benefit from the workshop format and information. Be organized and yet sensitive to possible changes that could enhance the participants' enjoyment and learning opportunities.
For example, don't call on a participant without their indicating a willingness to participate. Show that you respect each individual's comfort level regarding participation in whole group discussion.

Empathy – As you lead each workshop, maintain your objectivity in order to help others clarify their points and point of view. It is important to understand possible feelings and reactions in order to remain considerate to all your workshop participants.
For example, rephrase comments to acknowledge that you understood what the participant was saying – *"Clara, am I correct in summarizing that your point was that wages aren't as significant a factor in your centre because of the enthusiasm and strength of the team?"*

Understanding and Acceptance – Use your listening skills so that each participant knows you accept what he/she said although you may not necessarily agree. Paraphrasing is very useful to convey understanding and acceptance.
For example, even if you disagree with a point made by a participant, this isn't the time to begin a debate. Acknowledge their point of view without editorializing – *"Thanks for that comment, Doris....good food for thought!"*

Descriptive feedback – Feedback is extremely useful for continued communication from participants. Give feedback that is concrete and doesn't convey evaluation or judgment. Time your feedback for optimum benefit. For example, you might make the following observation – *"In the scenario when the communication became confrontational, Linda's body language changed. I observed that her facial expression demonstrated anxiety and uncertainty. This is common when we are suddenly in an unpleasant situation."*

Overview of the Workshops

In each workshop you will find the following sections.

Welcome and Introduction (Icebreaker)

This section provides suggestions for an effective opening to the workshop.

Setting the Stage

This section provides a specific link with page references to the relevant *Partners in Quality* booklet. An overhead master is provided with key points, but use your own words and experiences to briefly review the information.

Activities

Each workshop contains activities that encourage participation. Whole group and small group activities are suggested, but feel free to modify any of them to meet the needs of your particular group.

Debrief

There is a short time in each workshop for a brief summation to clarify important points of the workshop.

Wrap-Up

Suggestions for closure are given with potential action items for follow-up by participants.

Workshop Welcome and Introduction: Icebreakers

Icebreakers are provided in each workshop as way of introducing workshop participants to the facilitator and to each other. Icebreakers help participants get comfortable and set the tone for an energized workshop. A specific icebreaker exercise is given for each workshop module.

Workshop Activity Options

There are a wide range of participatory activity options suggested in the ten workshops. They are listed below with an explanation and examples.

Case study

A case study is a real life situation presented to the participants for analyzing and problem solving. Individuals or small groups can analyze the case studies.

Example Activity – *Michelle routinely sent home notes which identified highlights of each child's week and information about upcoming themes, events and activities. Jordan's parents never seemed to read or follow up on the information she sent home. On swimming day, he didn't have his swimsuit. The day of the outdoor celebration, he didn't have a hotdog to roast, sunscreen or a hat. Michelle attempted to call Jordan's parents to follow up, but when she phoned during the day, no one was home and she didn't want to use her own time in the evening for work. Jordan's behaviour was becoming increasingly difficult and Michelle was becoming frustrated that none of her interventions seemed to make any difference. Jordan's older sister dropped him off and picked him up, so Michelle never had an opportunity to speak directly with the parents.*

Note that the case study is presented with specific examples where the caregiver has several indicators that parents seem not to be taking an interest in their children's day or their progress. The case study provides some information on the parents as well as the child and the caregiver. Divide the participants into small groups to analyze the case study. Their role is to determine the issues and each person's contribution to the problem. Each group will also determine why the problem exists, consider what might assist the caregiver in understanding the situation, and propose a solution.

Workshop 3A uses a Case Study.

Buzz groups

Buzz groups are groups of 3-6 people that discuss an assigned topic or solve a problem. A representative of the group than reports back to the whole group.

Example Activity –
Ask the question – "What are the barriers to providing quality care?"

Divide the participants into groups of 3-4 each. Give each group a piece of paper with challenges from the list below. Have them discuss challenges and solutions for those topics and then report back to the larger group.
Challenges could include:

- Lack of adult space;
- Lack of storage space;
- Lack of administrative training;
- Time management;
- Administrative style.

Workshops 1B, 2A, 2B, 3B, 4A and 5A use the buzz group activity.

Brainstorming

Brainstorming is a technique to list as many as possible answers to a question or solutions to a problem. This works particularly well for tapping the knowledge and experience of the group.

Example Activity – One brainstorming activity could have the whole group list as many non-child care groups who could be contacted to partner on specific projects that would promote quality child care. Example projects might be a hot breakfast program, playground improvements, a local family resource centre, an outreach program. The facilitator would begin the discussion with participants about the community. Sample discussion questions are provided. Have the group as a whole brainstorm possible partners. Once a list is on the flipchart or white board, note the pros and cons of each possible partnership. Discuss the current situation in the community and determine one or two partnerships that could be significant at this time.

Workshop 3A uses this technique.

Role Play

Role play is the process that uses action to deal with problems. The problem is presented, then acted out and finally discussed.

Example Activity – Discussion is encouraged on the topic of governance and some issues are identified. The facilitator ensures that an atmosphere of acceptance has developed so participants feel free to share their views and feelings. Groups could self select or the facilitator could simply ask for volunteers for one or two role plays. Three topics are listed below and could be typed in advance to be handed out to the small groups.

- HIV Positive Policy – Some staff have grave concerns about not being informed if there is an HIV positive child in the centre.
- Illiterate Parents – Notes home about field trips, special events, schedules and other requests are misinterpreted or ignored. Clues begin to point out a reading problem.
- Role of the Board – Micromanaging by a newly elected board is frustrating both staff and the director.

The groups then discuss the problem and possible solution and develop a role play to present to the large group. Following each role play, the action is reviewed discussing the focus and consequence of the actions.

Workshops 1A, 4A, and 5B contain role play activities with scenarios provided.

Whole Group Discussion

In large (or whole) group discussion, the participants cooperatively discuss the topic. The facilitator presents the topic and the participants contribute, build on previous contributions and then determine the use of the information that results.

Example Activity – Read a short vignette that identifies the challenges of working with parents when you don't agree. Some possibilities for discussion include: self-help skills, pacifier use, toilet training or discipline. Participants share their ideas and successes. Encourage participation from as many as possible.

Sample vignette: *The toddler teacher and a colleague supervise eight toddlers in their child care centre. The toddlers range from 18 months to 33 months. Two parents of the older toddlers, one 31 months, and one 33 months have been complaining that their children never go on field trips like their older siblings in the same centre. What are some solutions? Most of the workshops provided have some type of whole group discussion incorporated into them.*

Lecturette

A lecturette is a very short oral presentation that provides one way to transmit information from the facilitator to the participants. The lecturette introduces a subject that will then be developed through several of the other activities mentioned above.
Brief notes and overheads are provided for this brief information session when it is used in a workshop.

Workshops 1A, 2A, 3B and 4B have lecturettes.

Evaluation

Participant evaluation forms are provided (see handout 1). Distribute the evaluation forms at the end of the session. Allow 10-15 minutes for completion. Have a file folder or small cardboard box available where participants can place completed forms. This allows individuals to remain anonymous. The evaluations will give you feedback that will enable you to make any changes you feel are necessary before delivering your next workshop.

A good professional development tool for the facilitator is self-evaluation. Reviewing the session as well as summarizing the feedback from participants enables you to enhance your facilitation skills.

Consider these questions in your self-evaluation:

- Was I well prepared?
- Was there active participation and discussion?
- Were my facilitation aids useful?
- Were my instructions clear?
- Did I keep on task and on time? Did any activities drag on or finish too abruptly?
- What worked well?
- What would I change next time? If so, what and why?

Principles of Participation

It is important to establish some rules of participation for the workshops, so that everyone attending feels it is a safe place to share their ideas. If time permits, you may want to develop principles in cooperation with the group. If there are time constraints, you may decide to present the principles (overhead 1) and ask for the participants' agreement. If you choose this option, complete this activity immediately following introductions. Post the Principles of Participation and reference them at the beginning of each workshop.

- **Protect the confidentiality of current and former child care families, colleagues and fellow participants.**
- **Be part of a safe environment: be non-judgmental; do not interrupt; be accepting of the ideas of others (even if you don't agree); don't dominate discussions, give everyone the opportunity to talk.**
- **Arrive on time, return from breaks on time and stay until the workshop is over.**
- **Provide support and encouragement to others.**

Based on:

Families: Establishing the Connection

A 1½ hour workshop or first half of a 3-hour workshop if combined with 1B.

Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Introduce yourself with a brief story of a communication connection with a family (from your experience).
  Or use the example, *Double Entendre,* on page 10 in the *Relationships* booklet.
  Have participants introduce themselves and give an example of a mixed communication message with a parent or family member. If your group is a parent group, or a board including a variety of stakeholders, they could give an example of mixed communication with a caregiver, centre director or teacher.
- Make any necessary housekeeping announcements.
- Review Principles of Participation (overhead 1)
- Review Learning Outcomes for this session (5 minutes) (overhead 2)

1A Learning Outcomes

Participants will:

- **Understand different perspectives**
- **Understand the importance of communication**
- **Develop strategies for resolving differences**

Setting the Stage

5 minutes

(When preparing for this workshop read pages 8 & 9 of *Partners in Quality 2: Relationships.*)

Different Perspectives

Discuss the example in your own words using the following main points (overhead 3):

- Parents feel vulnerable, guilty and defensive.
- Parents feel undervalued by society and defensive.
- Parent and provider disagree.
- Relationship between parent and provider is affected.

Activity (lecturette)

The Importance of Communication

Present the lecturette on Communication Tips (use lecturette notes at the end of this workshop module and show overhead 4)

- Be an effective communicator: direct, immediate, clear, straight, supportive.
- Be an active listener: paraphrase, clarify, give feedback.
- Be aware of body language: facial expression, gestures, posture and breathing.
- Learn how to resolve conflict: preparation, discussion, proposals and options, agreement/ disagreement/closure.
- Be assertive, not aggressive.

Activity (role play)

10 minutes

Communication/Speaking/Listening – Role Play

Divide participants into groups of three. Give each group the following three communication activities. Each person will take one turn observing the two-way communication demonstrated by the other two participants in the group. Observers should take notes. The topics below can be printed on a flip chart or a chalk board.

Topic one: A parent is inquiring about your centre, with the possibility of enrolling her child. Give him/her a brief explanation of your program and facility.

Topic two: A parent has been arriving late every afternoon for over a week, even after you have reminded him of your closing time and requested he come earlier. He's late again, and you've missed your daughter's basketball game.

Topic three: You've worked at the child care centre for three years and haven't gotten a raise. A centre across town just opened and you were approached to work there. The salary is $2 more per hour. You're considering it but have decided to talk to your current director first.

Observers should answer the following questions (overhead 5):

- What did the listener **say** to indicate interest in what the speaker was saying?
- What did the listener **do** to indicate interest in what the speaker was saying?
- What did the listener **say** to indicate their understanding of the message was accurate?

Debrief (whole group)

10 minutes

Encourage each group to report back one answer to each observer question. If time allows, and there are some answers not shared, allow the groups to contribute again.

Activity (role play)

20 minutes

Different Perspectives – What if we disagree?

Suggest the following topics for role play:

- Toilet training
- Pacifier use
- Self-help skills
- Discipline
- Food preferences

Welcome other topics if the group decides to select one on their own. Divide participants into groups of four or five. Each group selects a topic. Two people role play the disagreement. Observers in the group record the exchange. The role play should be short; suggest a 2- 4 minute conversation. Each group then debriefs, discussing body language, speaking and listening behaviour, communication strategies and conflict resolution strategies used. A recorder reports back to the whole group in the debrief session.

Debrief (whole group)

5 minutes

Each group reporter briefly shares one successful communication strategy and one challenge that occurred during the exchange.

Wrap Up

5 minutes

Put the learning outcomes back on the overhead projector (overhead 2). Briefly summarize. Use your own words, using pages 9-12 of *Partners in Quality 2: Relationships* for information.

Allow 10 minutes for Evaluation (handout 1) for 1½ hour workshop.

END OF 1½ HOUR WORKSHOP

or

15-MINUTE BREAK IN 3-HOUR WORKSHOP IF COMBINED WITH 1B

Communication Tips

Be an Effective Communicator

Communication is a major part of every day, yet so many people get or give unclear or mixed messages that confuse their listener. To be an effective communicator we need to keep four rules in mind.

BE DIRECT

Don't assume that people know what you think or want. Vague references or hints cause confusion and frustration. Partial comments that expect your listener to know what you're thinking can even be dangerous.

GIVE IMMEDIATE RESPONSES

Bottling up feelings and delaying your response to a frustrating or unpleasant situation usually aggravates the problem, rather than diffusing it. Immediate feedback allows people to observe and understand the effect the comment or situation has had on you and adjust their communication accordingly.

BE CLEAR

Clarity gives an accurate message of how you think and feel. Ensure your body language fits with your tone and the content of your message. Don't say one thing, but mean another.

GIVE STRAIGHT MESSAGES

What you say should be the same as what you intended. Don't speak with hidden agendas or disguise your purpose. Ask yourself, "why am I saying this? What do I want the listener to hear?"

Be an Active Listener

Effective communication isn't just speaking: active listening skills are essential. Active listening focuses on three areas.

PARAPHRASE

When you briefly recap what you heard, you are conveying understanding and acceptance of the speaker. Even if you disagree with the speaker, you demonstrate acceptance of his/her ideas. After a speaker has spent one or two minutes defending a position, you could use two to four sentences summarizing what you heard, without making any editorial comments or taking a position for or against the idea.

CLARIFY

You can ask questions to ensure you understand what the speaker is saying. Probing questions are a good tool to elicit further information.

FEEDBACK

Give clear, concrete feedback to the speaker that isn't an evaluation or a judgment. Feedback is useful for clear and open communication. Begin feedback with statements like:

My understanding of your comment is...
Your comment was useful for furthering discussion.
That point hadn't been considered before – thanks for sharing your point of view.

Be Aware of Body Language

Body language is an integral part of everyday communication. Non-verbal communication constitutes close to 60% of the impact of a message. Non-verbal communication includes the following elements.

FACIAL EXPRESSION

We identify feelings and attitudes through facial expression. Our eyes, eyebrows, forehead and mouth all convey messages as we communicate.

GESTURES

Some people simply cannot communicate without numerous gestures, but all of us use gestures to some extent. We shrug, scratch our heads in puzzlement, point when giving directions, etc.

POSTURE AND BREATHING

We indicate fatigue, anger, interest, defensiveness, confidence and many other feelings through our posture and breathing.

Learn How to Resolve Conflict

When conflict arises, our communication strategy should focus on problem solving. We need to be aware of what triggers anger in ourselves and others. There are four basic steps that can be used to resolve conflict.

PREPARATION

Think though the problem, with possible outcomes: visualize best case and worst case scenarios.

DISCUSSION

Clear, open and non-judgmental communication using active listening skills is the best way to resolve conflict. It permits each participant to ***hear*** the other's point of view.

PROPOSALS AND OPTIONS

This is the negotiation phase of the resolution process. Give and take may be required on each side as individuals decide what will work.

CLOSURE

Many times, agreement is reached but there are also times when the parties must agree to disagree and move on. Respect is the key to resolving conflict.

Be Assertive not Aggressive

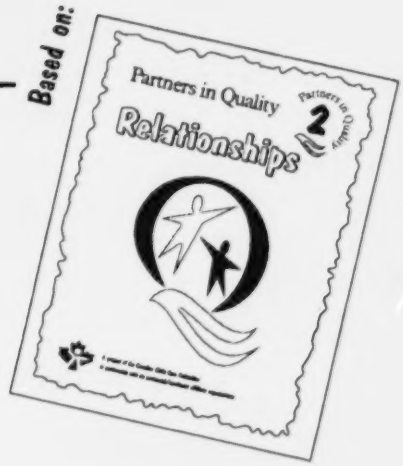
Assertive communication displays respect, while aggressive communication does not. Aggressive language is controlling or destructive, using what many of us call 'fighting words' (should, have to, never, always, you!). Aggressive language is often delivered using a variety of behaviours: labeling, defending, challenging, bragging, demanding and judging.

Assertive communication gets straight to the point but is respectful of the ideas and feelings of the listener:

- Speak for yourself.
- Be clear.
- Identify what you want or hope to achieve.
- State an action or choice of actions.

The Culture Barrier, Establishing the Connection, Reflection

Based on:



Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Provide a copy of the boxes entitled "Culture Shock" (page 12) and "Apron Strings" *(page 15)* of *Partners in Quality 2: Relationships*. If possible, provide an example from your own experience that is similar to one of these stories provided. Have participants introduce themselves as they share similar examples from their own experience.
- Make any necessary housekeeping announcements (overhead 1) omit if combining 1B with 1A as a three-hour workshop.
- Review the Principles of Participation (omit if combining 1B with 1A as a three-hour workshop).
- Review Learning Outcomes for this module (overhead 6).

1B Learning Outcomes

Participants will:

- **Understand culture, how cultures differ and the significance of culture to identity**
- **Understand reflective practice and its importance to communication**
- **Begin to use the tools of reflective practice**

Setting the Stage

5 minutes

Breaking the Code

When preparing for this workshop, read "Breaking the Code" from *Partners in Quality 2: Relationships* (page 16). Using overhead 7, briefly explain in your own words the following communication elements. Summary notes are provided below but feel free to expand on the elements and give your own examples.

Communication elements you need to know before you can "break the code"

- Eye Contact – Some cultures avoid eye contact as a sign of respect while others view it as a sign of honesty.
- Pitch of Voice – High pitches in some cultures denote hysteria; in others, they signal caring or interest when talking to young children.
- Distance When Communicating – Some cultures have clearly defined comfort levels regarding distance between people when communicating while other cultures communicate so closely that the listener and speaker are almost nose to nose.
- Touching – For some cultures, touching when communicating with a casual acquaintance is totally unacceptable while in other cultures, touching is very common even in conversation with a virtual stranger.

Activity (buzz groups)

20 minutes

Who is this Family?

Review the questionnaire "Who Is This Family?" on page 27 in *Partners in Quality 2: Relationships*. (see handout 2). Divide the participants into groups of three or four. Ask groups to consider what questions need to be asked in order to provide culturally sensitive care.

- Should more questions be included in the questionnaire? What would they be?
- Does the questionnaire provide enough of the details the caregiver needs in order to provide culturally sensitive care?
- What barriers are there to obtaining relevant information?

Have participants answer the questions from a **different perspective** such as that of a parent or a board. It would be extremely interesting to get parents' perspectives on the relevancy, sensitivity and effectiveness of the questions.

Have individuals **share success stories**. Have them explain what they do that works. Each group will then develop a strategy that will best integrate a child into the child care centre or family child care home and establish a connection with the family. A reporter from each group will briefly present their strategy.

Debrief (whole group)

5 minutes

Briefly discuss challenges and opportunities to providing culturally sensitive care.

Activity (buzz groups)

15 minutes

Reflective Practice

Divide participants into pairs, or small groups. Have them discuss the questions in the box entitled "The Big Picture" on page 35 of Partners in *Quality 2: Relationships*. (overhead 8).

- Is my practice better now than it was a year ago?
- Am I continuing to grow as a person within this work?
- What is helping me to grow?
- What is stopping me from growing?
- What in my work gives me satisfaction?

Debrief (whole group)

10 minutes

In the whole group, have participants share a few of the answers to the last two questions to enable the large group to hear a range of answers from several participants. Jot down the responses on a flipchart.

Wrap Up

5 minutes

Following the last debrief, end the session by providing information on tools that will help them overcome the barriers to growth and continue to find additional areas of satisfaction at their workplace. Provide examples from the tools in *Partners in Quality: Tools for Practitioners in Child Care Settings*:

- *Code of Ethics*
- *Standards of Practice for Practitioners*
- *Guide to Self-Reflection for Child Care Practitioners*

Allow 10 minutes for Evaluation (handout 1) for 1 ½ hour or 3-hour workshop.

END OF 1½ HOUR WORKSHOP

or

3-HOUR WORKSHOP IF COMBINED WITH 1A

Impact of the Infrastructure

A 1½ hour workshop or first half of a 3-hour workshop if combined with 2B.

Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Introduce yourself in terms of all the "hats" you wear within the child care and broader community: "My name is Jane Smith. I am a *family child care provider* in Fort Nelson, B.C. I'm the *treasurer* of the Northern BC Family Day Home Society and *teach* an evening course in the ECD program at Northern Lights College. I am a *mother* of two children, a boy 14 and a girl 9. I am on the *executive* of the Ft. Nelson Minor Hockey Association and a Brownie *leader*." You could bring different hats to illustrate your various roles and change them as you describe yourself. Have participants introduce themselves indicating their personal and professional networks.
- Make any necessary housekeeping announcements.
- Review the Principles of Participation (overhead 1).
- Review the Learning Outcomes for this session (5 minutes) (overhead 9).

2A Learning Outcomes

Participants will:

- **Understand the meaning and importance of infrastructure**
- **Distinguish the relationship between infrastructure and quality child care**
- **Identify the impact of infrastructure on children and staff**

Setting the Stage

5 minutes

Who is caring for Canada's children?

(When preparing for this workshop, review "Who is Caring for Canada's Children?" on page 5 in *Partners in Quality 3: Infrastructure*).

Using overhead 10, present the statistics from the page noted above. Make additional comments specific to your area, province or territory.

- Majority are women.
- Most family child care providers have a partner and young children
- In centre care, almost half are under 30.
- Salaries are low.
- Why? They care about children and families.

Activity (buzz groups)

15 minutes

Infrastructure and Quality

Divide participants into three buzz groups. Assign each group one of the following topics. Each topic is a major infrastructure element listed in the *Infrastructure* booklet.

- Wages
- Working conditions
- Director's administrative style, organizational climate of the centre, agency or home

Have each group select a recorder and a reporter to share information during the debriefing time. Have each group list *challenges* and *solutions* for the topic they were given as well as note any additional elements that need to be included in the infrastructure list.

Debrief (whole group)

10 minutes

After each group has reported back on the challenges and solutions, have the whole group briefly discuss any proposed additional significant infrastructure elements.

Activity (lecturette)

5 minutes

High cost of turnover and possible solutions

(based on the statistics on pages 6-8 of *Partners in Quality 3: Infrastructure*)
Use the following points (overhead 11) and the lecturette that follows or present a brief lecturette in your own words.

High Cost of Turnover

- Are child care providers satisfied with their jobs?
- What happens when providers are dissatisfied?
- How does turnover affect children?
- Does turnover affect staff too?
- What are the costs of turnover?

Activity (whole group)

20 minutes

- Have participants share their thoughts on the first question from the lecturette — "Are Canadian child care providers satisfied with their jobs?"
- Lead the discussion with the questions "Why?" "Why not?"
- Expand the discussion with the question "Where do you fit in?"
- End the discussion with the question "What are some suggestions/actions that could decrease staff turnover?"

Wrap Up

5 minutes

Briefly summarize the whole group discussion on infrastructure. Try to focus on two or three key points with suggested actions. Your goal as facilitator is to ensure that participants leave the workshop with one or two specific strategies that they can use to help decrease staff turnover in their centre, neighbourhood, community or area.

Allow 10 minutes for Evaluation (handout 1) for 1½ hour workshop.

END OF 1½ HOUR WORKSHOP or 15-MINUTE BREAK IN 3-HOUR WORKSHOP IF COMBINED WITH 2B

High Cost of Turnover

Are Canadian child care providers satisfied with their jobs?

Child care providers from centres and family child care homes are dissatisfied with their low wages and public lack of respect. However, they get great satisfaction from their relationship with children and families. The majority of regulated family child care providers feel they would choose the same career again (81%) and would be still be in the field in three years time (86%). Fewer centre staff thought they would still be in the field in three years (78%) and only 44% said they would make the same career choice.

What happens when providers are dissatisfied?

Research shows that dissatisfied providers are *more likely* to be harsh and restrictive and *less likely* to provide supportive activities that encourage development. Why? Because feelings of dissatisfaction come through as they are interacting with the children. Dissatisfaction can also be expressed with their feet; turnover in the child care field is high. The rate varies among provinces and territories and is close to 50% in some regions! The story is the same in family child care, ranging from 25-60%. Stress is also given as a reason child care providers leave the field.

How does turnover affect the children?

Children form attachments to their care providers and if consistency of care is long-term, close communication and understanding develops. Relationships with others are stronger, self-concept is more positive and self-esteem is higher. Studies have linked higher turnover to lower quality child care. The behaviour of children deteriorates; there is more aggressive behaviour; and aimless wandering increases.

Does turnover affect staff too?

When staff members leave, experienced staff end up with additional workload and responsibility while other colleagues may question their own career choice. Research reports that skilled well-trained staff are more likely to stay on the job when they are working with other skilled, well-trained staff, enabling them to work as a stable team. Turnover demoralizes that team relationship and undermines stability in the child care setting. Wages are the greatest single cause of turnover.

What are the costs of turnover?

Most of the costs of turnover are invisible. Some of the indirect costs of turnover are related to the way the director and staff have to spend their time when replacing a staff member: interviewing candidates, meeting with board members, checking references, informing parents and children, training new staff and dealing with added stress. This leaves an excess of things undone and takes an incalculable toll on the quality of child care.

Based on:

Influencing the Infrastructure of Child Care Programs and the Broader Child Care Infrasturcture

A 1½ hour workshop or second half of a 3-hour workshop if combined with 2A.

Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Begin the workshop by naming a few things you feel are essential to support quality child care. Have participants each add one additional thing from their perspective. Points could include but are not limited to: basic physical conditions, peer support, recognition, training, a say in decision-making, wages and benefits, good relationship with the board, etc. Give each participant an opportunity to add a new suggestion, or to indicate agreement with one already offered.
- Review the Principles of Participation (overhead 1)(Omit if using this workshop as the second part of a 3-hour workshop combined with 2A).
- Make any necessary housekeeping announcements.
- Review Learning Outcomes for this session (5 minutes) (overhead 12).

2B Learning Outcomes

Participants will:

- **Identify factors that contribute to the quality of life in a child care setting**
- **Begin to work beyond their own program**
- **Develop awareness of collective influence**

Setting the Stage

5 minutes

(When preparing for this workshop, review pages 24 - 26 of *Partners in Quality 3: Infrastructure*.) Discuss the following points on overhead 13 to set the stage for the workshop.

Making connections

People who work in child care need to spend time in the company of other child care providers. There is a link between participation in associations and high quality care. There are a variety of groups that support and promote child care practitioners in a range of service delivery models inlcuding family child care, centre-based care, family resource programs.

Professional development

It is important for child care practitioners at all levels to participate in professional development, yet it is often difficult to access such training. Cost, language, geography, availability and/or lack of time are some of the barriers to accessibility.

Mentoring

Mentoring is not a new idea, but most mentoring has been informal such as when a more experienced child care practitioner takes a younger, less experienced protégé under her wing. Mentoring has a positive impact and decreases turnover in the field.

Peer review

Peer review enhances quality and encourages the practice of self-reflection. There are several tools that can be used for peer review such as: the Harmes and Clifford rating scales — *Early Childhood Environmental Rating Scale* and *Family Day Care Environmental Rating Scale*; and the self-reflection tool in the *Partners in Quality: Tools for Pratcitioners in Early Childhood Settings*.

Activity (small groups)

15 minutes

Moving Forward

Divide participants into groups with three participants in each. Group members rotate the roles of: interviewer, interviewee and recorder. Each interviewee chooses one of the following topics and answers the interview questions from the perspective of a success story. The success story can be real or fictional.

Topics

1. Making Connections
2. Professional Development
3. Mentoring
4. Program Review

Interview questions (overhead 14)
Use the following questions to conduct the interviews by filling in the blank with the topic chosen by the interviewee e.g. "What affected your decision to initiate professional development?"

What affected your decision to initiate _____?
How do you communicate the importance of _____to your staff?
What are the observable benefits of _____?
What effect has _____ had on your overall budget?
How has _____ been successful?

Debrief (whole group)

10 minutes

Ask a reporter from each group to share the highlights from the triad.
Note to facilitator: The way you have participants report back will depend on the size and interests of the group. You may:

- have each group share the key points from one question;
- have each group share one key point from each of the five questions; or
- have the debrief session focus on factual successes or the most realistic of the fictional examples.

Activity (whole group)

15 minutes

The Power to Change: Collectively Influencing the Infrastructure (overhead 15)
Use your own words to present the following topics: (see pages 27-20 of *Partners in Quality 3: Infrastructure*):

- Credentialing
- Accreditation
- Professionalism
- Professsionalization
- Advocacy
- Unionization

Activity (buzz groups)

15 minutes

Challenges and Solutions
Divide the participants into groups of 3 - 4. Give each group a flip chart with two of the topics from overhead 15. Groups will discuss the *challenges* and *solutions* for each of their two topics and choose a recorder and a reporter for the debrief session.

Debrief (whole group)

10 minutes

Each reporter shares one significant challenge with a possible solution for each of their two topics. As groups report, use a board or flip chart to list the challenges and suggestions for each topic. Have your topics printed on a flip chart or board in advance, to make your recording easier.

Wrap Up

5 minutes

Summarize highlights from the debrief session. Focus on the solutions suggested and encourage participants to identify one way to influence the infrastructure that they feel is realistic and attainable in their area. Invite participants to share a success story in any of the topic areas for the closing.

Allow 10 minutes for Evaluation (handout 1).

END OF 1 1/2 HOUR WORKSHOP

OR

3-HOUR WORKSHOP IF COMBINED WITH 2A

Why Have Community Partnerships?

A 1½ hour workshop or first half of a 3-hour workshop if combined with 3B.

Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Each participant is given a sheet of paper with the words *A community is...* at the top of the page. They are to complete the sentence in four or five different ways. Some examples are provided on overhead 16.

A community is...	*A community is...*
A neighbourhood	evolving
A church group	safe
A cultural group	disappearing
An entire town	complicated
A business group	partnerships

As participants introduce themselves, they read the statement they wrote.

- Make any necessary housekeeping annoucements.
- Review the Principles of Participation (overhead 1).
- Review Learning Outcomes for this session (5 minutes)(overhead 17)

3A Learning Outcomes

Participants will:

- **Understand the importance of community partnerships**
- **Identify potential partnerships within the community**
- **Begin to prepare for new partnerships**

Setting the Stage

5 minutes

(When preparing for this workshop, review pages 6-8 in *Partners in Quality 4: Communities*.)

Briefly set the stage for this workshop with the following information.

What are community partnerships?

Community partnerships are people working together toward a common goal. The connection can be informal and short-term or formal and long-lasting. Partnerships are a creative way to solve problems and improve efficiency. People in the child care field are very knowledgeable about partnerships, because teamwork is essential to high quality care.

Why become involved in community partnerships?

Community partnerships enhance the quality of child care; and child care enhances the quality of life for children and families. Partnerships are beneficial to both partners. Partnerships have more impact on the community as the whole is greater than the sum of its parts. Working together actually builds community and solidifies relationships.

Who can be your partners in the community?

Many of you have probably identified a variety of partners and are already working with them in your community. Some of these partners could be:

- Frontline community workers;
- People you relate to daily;
- People who can support your work and those whose work you can support.

Ask participants to elaborate on who the above partners could include.

Activity (brainstorming)

15 minutes

Getting to Know You

Building on the suggestions above, ask participants to list all the possible partners (people and organizations) with whom their program, agency or home could link. List the potential benefits of each — both from their own perspective and from the perspective of the partner. Participants should answer the following questions:

- What would you gain from the partnership?
- What would the partner gain from the relationship?

Debrief (whole group)

5 minutes

Complete the brainstorming exercise with a brief discussion on successful partnerships. Encourage participants to give examples of how their organization, community group or centre has benefitted from a partnership. Summarize by exploring a potential partnership from the brainstorming exercise that has the most potential for actually happening.

Activity (case studies)

15 minutes

Potential for partnerships

Divide participants into four groups. Give two groups *Case Study 1* and two groups *Case Study 2* (handouts 3 & 4). Ask each group to appoint a reporter and allow adequate time for the groups to work through and answer the following questions (overhead 18).

- What project could grow out of this discussion?
- Who might you approach to partner on this project?
- What benefits could you identify for the partner?
- What benefits could you identify for the child care centre?
- What might the next steps be with regard to this or a new partner?

Case Study One

After the annual general meeting at Sunshine Child Care Centre, concerns about playground and equipment safety were raised. Two of the new board members agreed to look into the issue and visited the centre to see firsthand what improvements might be needed. They noticed that the much of the playground equipment was getting shabby and that there was an urgent need for repair and even some replacement equipment. One board member asked the director if she had some catalogues so that he could price replacement equipment. The cost of the items flabbergasted him!

Case Study Two

At a staff meeting at Denton Children's Centre, staff raised some concerns about the number of children being dropped off apparently having had no or very little breakfast. Parents were becoming increasingly pressed for time and were simply throwing in a box of cereal or an energy bar. The opening of the new department store had increased traffic flow in and out of the area and commuting times were increasing. In addition, it was winter and traffic was slower resulting in an even longer time for the drive to work. Children brought their own snacks but a hot lunch was provided by the centre. It was suggested that the centre should also provide a hot breakfast. Although most staff agreed it would be an excellent service and would give the children a good start to the day, the cost would send the already teetering budget over the edge.

Debrief (whole group)

10 minutes

Ask the reporter for each group to summarize the discussion for the whole group, focusing on the benefits to the partners.

Wrap Up

5 minutes

After all groups have reported in the debrief session, encourage the whole group to look at the potential partnerships from the brainstorming exercise and attempt to reach consensus as to which might be the most realistic and attainable partnership in the immediate future for each case study. Identify a few possible first steps for consideration.

Allow 10 minutes for Evaluation (handout 1) for 1½ hour workshop.

END OF 1½ HOUR WORKSHOP

or

15-MINUTE BREAK IN 3-HOUR WORKSHOP IF COMBINED WITH 3B

How to Build Community Partnerships

A 1½ hour workshop or second half of a 3-hour workshop if combined with 3A.

Welcome and Introductions

20 minutes (including 5 minutes for Learning Outcomes)

- Icebreaker: Divide participants into pairs who will interview each other and report back for the introductions. Suggest the participants move around and interview someone they don't know very well, asking them to name one potential partner in their community and to explain what benefit there would be for them in that partnership (overhead 19). Each interviewer then introduces the other person and summarizes what they said e.g. "This is Cindy Madison. She is the director of the Children's Choice Day Care Centre in Brandon, Manitoba. Cindy sees the local Lion's Club as a partner as they could work together towards a mutual goal - an upgraded local playground that would meet CSA standards." Record all the potential partners suggested on an overhead, board or flip chart for an activity later in the workshop.

3B Learning Outcomes

Participants will:
- **Learn how to contact and work with potential partners**
- **Understand how partnerships function**
- **Learn some strategies to use when working with the media**

- Make any necessary housekeeping annoucements.
- Review the Principles of Participation (omit if continuing 3 hour workshop).
- Review Learning Outcomes for this session (5 minutes) (overhead 20).

Setting the Stage

5 minutes

Use the example from *Beach Days* on page 16 or *Communities' Choice* page 19 in *Partners in Quality 4: Communities*. As you briefly recap one of these examples, use the following notes to assist you.

Beach Days
Funders: CAPC, Canadian Prenatal Nutrition Program, National Crime Prevention Centre
Partnerships: Department of Education, Atlantic Super Store, Human Resources Development Canada
Results: operated for three summers then, when funding was cut, the activity moved to walking tours with a summer student.

Communities Choice
Funder: British Columbia Ministry of Health
Partnerships: speech therapists, child care providers, parents
Results: positive results in a variety of areas (note the four bullets at the bottom of the article, page 19, *Partners in Quality 4: Communities*).

Activity (buzz groups)

30 minutes

Working Through a Plan

Divide the participants into groups with three or four in each group. Give each group the task of choosing one of the partnerships listed during the **Interviews** in the introduction section. Have each group choose a recorder and reporter. Give each group a working sheet with the following questions (handout 5).

- **Identify your potential partner.**
  Who has an interest in your issue?
  Who might be affected by the results of a partnership on the project?
- **Identify the goal of the partnership.**
  What do you want to accomplish with the partnership?
- **Determine the structure of the partnership.**
  What will it look like? Who will take the lead role? Who will do what tasks?
- **Identify a key person.**
  Who do you already know in the group?
  Who could be the contact person and work with you developing a realistic workable project?
- **Identify a concrete, tangible project.**
  What is a realistic project for us to accomplish?
- **Start out slowly and test each new idea; start with a *small* plan and progress.**
  What might be the first step toward this project?
  What process would you use to get to the first step and move forward from there?
- **Find consensus.**
  What issues might be different for you and your partner?
  How could you reach consensus?
- **Find financial support.**
  Where will you get the funding?

Debrief (whole group)

10 minutes

Encourage participants to share ideas from their group discussions. Briefly cover the key points:

1. Who is the partner?
2. What is the project?
3. What is the first step (or steps)?
4. Where will you get your funding?

Activity (lecturette)

10 minutes

Communicating with the Media

Present the short lecturette at the end of this workshop. Use overhead 21 to guide your presentation.

Wrap Up

5 minutes

Encourage participants to look at their workplace or organization to determine possible partners for projects and to determine who might contact these people.

Allow 10 minutes for evaluation (handout 1) for 1 ½ hour or 3 hour workshop.

END OF 1 1/2 HOUR WORKSHOP
OR
3-HOUR WORKSHOP IF COMBINED WITH 3A

Communicating Effectively with the Media

When your group or organization wants to get a message out to the public, there are a few key steps for communicating with the media. If you are clear and well prepared, the process should be quite smooth.

1. **Determine your audience:** This sounds easy, but in reality, the WHO you want to reach affects the WHAT you will say. Do you want to send a message to parents? to business? to potential funders? to the general public? to professionals in other field?

2. **Develop and present one or two key messages:** Don't give too much information; your key messages will get lost. What is the most important point or piece of information you want to put forward? The best way to determine this is to ask the following question: *If the readers/ listeners/viewers don't get any other message, they must get.....*

3. **The type of media** will determine what you say and how you say it. There are two main types of media:
   - Written word (newspapers, magazines)
   - Spoken word (radio or television).

Let's consider written word first, and plan for a newspaper article. You may want to use a news release to announce a conference, project completion, grand opening, or other good news item. The news release needs to be short; one page or less is best. A catchy title will pique interest and encourage the reader to scan the article. Be sure to include the date of the event and the location. Write a short paragraph with information about the organizations involved. It is important to use plain CLEAR language. Don't make assumptions that readers will understand acronyms or jargon specific to your field. Ensure that the article is easy to read and written in conversational style. Write the way you would be speaking to the reader if you were explaining your special event to someone on the phone or at the grocery store. Short snappy phrases keep interest high and encourage the reader to complete the whole article.

Preparing for and participating in a radio or television interview is quite different from writing an article. First, you need to prepare a backgrounder for the reporter prior to the interview so that person has a good idea about your organization, the project and you. This backgrounder should be a brief fact sheet with only KEY facts. Once an interview has been set up, request an agenda for the interview. If possible, ask to have the questions in advance to allow you to prepare your answers. It is important to know your information and be CLEAR when presenting it. This is just as important in spoken word as it is in written words. The listener should not be confused by your message. Make a favorable impression. Be courteous and pleasant. Don't interrupt or give lengthy explanations that complicate the facts. Try to be helpful and offer to find out information if you don't know an answer to an interviewer's question. It is also important to stick to the facts. Don't present a personal opinion; that has gotten myriads of people into trouble in the media! Keep track of what was said at the interview so you can conclude by adding something important if it was missed earlier or can reinforce important points. REPEAT your key message(s). Each time you repeat a message it will increase the chances of its being included in the story.

Standards of Practice and Code of Ethics for Child Care Practitioners

Based on:

Suggestion – This workshop is best presented as the first half of a 3-hour workshop, combined with 4B.

Welcome and Introductions

20 minutes
(including 5 minutes for Learning Outcomes)

The booklet *Partners in Quality: Tools for Practitioners in Child Care Settings* defines the terms "practitioner" and "child care settings" prior to discussing standards, the scope of standards, the basis and applicability of standards. As an introduction to this workshop, have printed on the board or flip chart in two columns:

A child care practitioner is...
and
A child care setting is...

4A Learning Outcomes

Participants will:

- **Understand *how* the standards of practice relate to quality care**
- **Begin to take responsibility for standards in the child care field**
- **Be prepared to use the Code of Ethics**

Ask participants to introduce themselves and add a word or words that helps define each of the above. Some possible answers are listed below.

e.g.

A child care practitioner is...
an adult
a family child care provider
an early childhood educator
trained
a resource
etc.

A child care setting is...
not the child's home
provided by a non-family member
a family day home
a resource program
set up for optimum learning
etc.

List the participants' responses on a flip chart.

- Make necessary housekeeping annoucements.
- Review the Principles of Participation (overhead 1).
- Review Learning Outcomes for this session (overhead 22).

Setting the Stage

5 minutes

(When preparing for this workshop, read pages 2-3 in *Partners in Quality: Tools for Practitioners in Child Care Settings*.)
Use the following notes or your own words to review the topics below.

Definitions

Child Care Practitioners – adults who work in the field of child care, including early childhood educators, family child care providers, family resource program personnel, resource and referral program personnel.

Child Care Setting – a setting other than the child's home in which care and education is provided for the child by a person who is not a member of the child's immediate family (unless, by some remote chance, the family member is employed by the program in which the child is enrolled).

Standards – benchmarks or points of reference against which occupations and the proficiency of people in those occupations are measured or assessed.

What is the scope of standards of practice?

- The standards of practice identify particular skills and abilities necessary to perform the required tasks in a competent fashion. Usually they do not encompass the full range of tasks typically performed. But rather they focus on the set of tasks deemed to be the critical aspect of the occupation.

- Certain experiences must be provided to support and foster child well-being and development in child care settings. The appropriateness and effectiveness of these experiences depends, in part, on the skills, knowledge and abilities of the practitioner. Standards of practice require that a practitioner have "a minimum level of understanding of the concepts, theories, and practices of the occupation before they can work in the field."

Why have standards?

Standards provide:

- The basis for ensuring people receiving the service are not put at risk;
- Guidelines for designing and delivering training;
- A benchmark against which training can be judged; and
- Identification of the type of preparation and skill required to work at an acceptable level.

What is the basis of the standards in *Partners in Quality: Tools for Practioners in Child Care Settings?*

Refer participants to page 3, *Tools for Practitioners in Child Care Settings* where these foundation documents are listed.

To whom do these standards apply?

To all practitioners identified in the definition including family day home providers, child care centre staff and family resource program staff.

Activity (small groups)

25 minutes

Applying the Standards

Prepare cards with the following general headings:
Section A — Caring for Children
Section B — Partnerships with Children's Families
Section C — Partnerships with Colleagues and Other Community Services
Section D — Professionalism
Section E — Operation of a Family Child Care Home

Prepare a card for each standard.
Post the General Heading Cards on the wall and leave space so there is room to put **all** the standards under each general heading.

Post the Standard Cards under the appropriate General Heading.

Standard one
Protect and promote the psychological and physical safety, health and well-being of each child being cared for.

Standard two
Develop and maintain a warm, caring and responsive relationship with every child

Ask participants to select one of the standards from the wall. Once everyone has chosen a standard, divide the participants into groups based on the general headings their chosen standards relate to. Ask participants to discuss in their groups the challenges and benefits to consistent application of the standards from their *general heading*. Due to time constraints, not every standard can be discussed under each heading. Suggest that each group select one standard that seems to pose *more challenges* than the others and one additional one in which they can see *distinct benefits*. Or, alternately, they can discuss challenges and benefits for the same standard. Allow approx ten minutes for challenges and then remind the group they should start discussing the benefits. Each group should choose a recorder and reporter for the large group debriefing session.

Debrief (whole group)

10 minutes

The reporter from each group shares one or two key points from the *challenges* discussion and one or two key points from the *benefits* discussion. The facilitator jots on a flipchart a summary of the challenges and benefits during the reports and notes any underlying themes as the discussion wraps up.

Setting the Stage

5 minutes

The Principles of the Code of Ethics

(overheads 23 & 24)

Briefly review the principles of the Code of Ethics from pages 19-22 in *Partners in Quality: Tools for Practitioners in Child Care Settings*.

- Child care practitioners promote the health and well-being of all children.
- Child care practitioners enable children to participate to their full potential in environments that are carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
- Child care practitioners demonstrate caring for all children in all aspects of their practice.
- Child care practitioners work in partnership with parents, recognizing that the parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.
- Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
- Child care practitioners work in ways that enhance human dignity in trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.
- Child care practitioners pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
- Child care practitioners demonstrate integrity in all of their professional relationships.

Activity (role play)

15 minutes

Applying the Code — Discussion or Role Play

Divide participants into groups of three or four. Ask the groups to discuss the following ethical dilemmas. Participants may wish to share the results of their discussion by role playing or by reporting back.

Ethical Dilemma 1 — HIV Positive Child

Your close friend's cousin brings her child to the centre to enrol her. The child is HIV positive — a fact you've known for some time. After perusing the application form, you note that no information was revealed about HIV. What will you do?

Ethical Dilemma 2 — Misinformation on child subsidy form

Each month, any parents who receive child subsidy, complete an eligibility form that your director forwards to the government office with the billings. A parent of a toddler in your group rents down the street from you. Her landlord is a good friend. He mentioned to you last month, that a man has moved in with the parent and now covers the rent. Nothing was put on the eligibility form that identified a change in marital status or additional income. What do you do?

Ethical Dilemma 3 — Parental Prejudice

In your five- year old group, a new child has been using inappropriate language to refer to a child of colour. When you discuss it with him, he says his dad says it all the time. On a field trip today, he refused to hold the child's hand, saying it was "dirty". At circle time, you overheard him trying to convince some children to move away from the child of colour with "my dad says" prefacing his statements. How do you handle this?

Debrief (whole group)

10 minutes

Participants share the results of their discussion with a role play or brief summary.

Wrap Up

5 minutes

Emphasize the importance of using the tools in *Partners in Quality: Tools for Practitioners*:

- *Standards of Practice*
- *Code of Ethics*
- *Guide to Self-Reflection.*

Suggest revisiting them regularly.

15-MINUTE BREAK IN 3-HOUR WORKSHOP IF COMBINED WITH 4B

Guide to Self-Reflection for Child Care Practitioners

Based on:

Suggestion – This workshop is best presented as the second half of a 3-hour workshop, combined with 4A.

Welcome and Introductions

5 minutes

(including 5 minutes for Learning Outcomes)

- Review Learning Outcomes for this session (overhead 25).

4B Learning Outcomes

Participants will:

- **Use the self-refection tool to review their current practice**
- **Use the tool to identify areas of change**
- **Identify other avenues for personal growth**

Activity (lecturette)

10 minutes

Self-Reflection

Present the brief lecturette found at the end of this workshop or present the material in your words. Use overhead 26 as a guideline for the lecturette.

- Self-reflection is an attitude and a method.
- Self-refection promotes understanding and empathy for children and parents.
- Self-reflection fosters personal growth.
- Self-reflection can and does make a difference.
- Use the self-reflection tool over and over.

Activity (whole group)

25 minutes

Lead a discussion that identifies the reasons for using the tools as well as the benefits. Ask participants to give examples of other self-reflection tools they may have used. Several may give examples from their practica during college days. Jot down specific benefits as participants identify them.

Individually, each participant will work through Standard Three (pages 29-34) under Section A, Caring For Children.

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Discussion on the tool (overhead # 27)
Working with the Self-Reflection Tool:

- Was it easy to understand?
- Was it user-friendly?
- Were the questions applicable?
- Was the tool simple/complex?
- Will regular use enhance your personal growth?

Lead a large group discussion on how useful participants felt the tool was.
Include: understandability, complexity, user-friendliness, applicability, etc.
How could participants use the tool to enhance their personal growth?

Debrief (whole group)

5 minutes

Summarize the large group discussion identifying key points. Note, if the general consensus was that it was user-friendly and easy to use, state that...or if there were some difficulties...what changes would make it easier for participants to want to use it on a regular basis?

Introduction of some resources –
Introduce and show a copy of the *National Statement on Quality Child Care* (CCCF) as well as the video *Quality, In Search of a Definition*.

Try to obtain samples of at least three additional resources from the lists pages 51- 57. Identify national and provincial/territorial organizations pages 58 -60. Note other resources on page 60 as well. If you are unable to obtain the actual resources, spend a few minutes highlighting one resource from each of the following areas and suggest workshop participants pursue any that spark their interest.

- Publications
- Self-study programs
- Videotapes
- Books
- Resource Kits

Wrap Up

5 minutes

Ask for any other suggestions from the participants for resources they have found particularly useful for self-reflection and personal growth and development.
Suggest participants may want to peruse your resources after they have completed their evaluation forms.

Allow 10 minutes for (handout 1) evaluation.

END OF THREE HOUR WORKSHOP

Self-Reflection

Self-reflection is looking at what you do, considering its impact, thinking about what you do it and how you could make it better. Self - reflection is both an attitude and a method. It lies at the heart of quality and can make a difference in everything you do. It is self reflection that can enhance your interactions and communication with children. Self-reflection can give you a new perspective on difficult situations, both in daily practice or on a long term basis.

As you work through the process of self-reflection, you figure out who you are, the perspectives you're coming from and determine where you'd like to go. This process enables you to approach children and families with more understanding and empathy. The transition from home to child care can be very difficult and stressful for the child, especially if the caregiver and child care from different cultures. Children require and deserve care that is sensitive to the values of their home culture. When you understand your own culture you will more attuned to other cultures.

Empowerment is a result of self-reflection, but the process can be scary or risky so it is best to work out a strategy that works for you and use tools that were specifically developed for the process of self-reflection.

Self-reflection fosters personal growth. The primary purpose of using a self-reflection tool is to help each individual think about their current practice to reflect on what they would like to change. It is for each individual to use alone. You may find it helpful to discuss your answers with someone, but it isn't necessary. In the booklet, *TOOLS for Practitioners in Child Care Settings*, there is a self reflection tool from pages 25 through 50. It has seventeen sections divided into five areas based on the Standards of Practice for Practitioners in Child Care Settings. Each section provides some descriptions for you to compare with your own practice. Each section is written to stand alone, however practice in one section may influence practice in another. The self-reflection tool can be used again and again as you identify what you are doing well and what areas may need attention.

Based on:

Standards for Quality Child Care Programs

A 1½ hour workshop or the first half of a 3-hour workshop if combined with 5B.

Welcome and Introductions

5 minutes

(including 5 minutes for Learning Outcomes)

- Icebreaker: Have participants introduce themselves as follows. Have sheets of paper on each table with the words ***I am...*** printed at the top. Ask each participant to make a list of 4 -5 nouns that describe who they are. Then have them introduce themselves.
- Review the Principles of Participation (overhead 1).
- Make any necessary housekeeping announcements.
- Review Learning Outcomes (overhead # 28)

5A Learning Outcomes

Participants will:

- **Understand the meaning and importance of program standards**
- **Identify the various categories of program standards**
- **Begin practical application of program standards on day-to-day operation**

Setting the Stage

5 minutes

(When preparing for this workshop, review pages 2-3 of *Partners in Quality: Tools for Administrators in Child Care Settings*.)

Use overhead 29 to briefly explain the following information. Feel free to add additional information in your own words.

What are program standards?

Program standards identify what needs to be in place in the child care setting to support the provision of quality child care. Their purpose is different from that of occupational standards where the intent is identification of the particular skills, abilities and knowledge required by the individual practitioner.

What is the basis for program standards?

Some of the documents used to develop these program standards are:

- National Statement on Quality Care (Canadian Child Care Federation)
- Medicine Hat Child Care Evaluation Instrument (Community Services, Medicine Hat)
- Operating Criteria for Child Care Centres Providing Subsidized Care in Metro Toronto (Children's Services, Metro Toronto)
- Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs (National Association for the Education of Young Children)
- Quality Criteria for Family Child Care (Frank Porter Child Development Centre, University North Carolina at Chapel Hill)
- Quality Standards for NAFCC Accreditation (US National Association for Family Child Care).

How are the Standards for Quality Child Care Programs organized?

- Conceptual framework
- Program policies and procedural guidelines
- Physical facility
- Supplies and equipment
- Human resources
- Partnerships with children's families
- Record keeping and information systems
- Administrative policies and procedural guidelines
- Program evaluation
- Governance standards for centres or family child care agencies

Are there differences across programs?

Most standards are the same in child care programs, regardless of the type of program, or setting. The Standards for Child Care Programs tool does identify if there are specific requirements due to the unique characteristics of a family child care home or centre. These specific requirements are indicated in a separate section after the generic standards for that particular category.

Activity (buzz groups)

20 minutes

Working Through and Implementing the Standards

Ask each participant to choose one standard that isn't already implemented in their centre or one that they feel continues to need considerable work in order to meet the points in the standard. For example, Section I deals with program evaluation. Many centre boards and directors find that program evaluation and monitoring are low on the list of priorities as they struggle through the business of record keeping, human resources, supplies, etc. After each participant has identified the standard they wish to work on, ask them to join a group working on the same standard. There should be at least three in a group. If only one or two choose a particular program standard, suggest they make a second choice and join another group. Each group should determine a reporter. Ask the groups to work through the following questions:

- What are the benefits of using the particular standard?
- What are the barriers to implementing the program standard?
- What are the steps that centres would need to work through to attain the program standard?

Debrief (whole group)

15 minutes

Ask the reporters from each group to summarize the discussion presenting one point from each of the three areas:

- Benefits of using the program standard
- Barriers to implementing the program standard
- Process needed to attain the program standard

Activity (whole group)

15 minutes

Change is a process and can take considerable time. Have participants each identify one program standard that they feel is realistic to work through over the next few months in order to actually implement change in their centre or family day home. Ask participants to suggest ways that they can use the Program Standards tool on an ongoing basis in their programs.

Wrap Up

5 minutes

Review the importance of using the standards and identify a practical application with an illustration from your own experience. For example, many child care centres and family day homes are now moving to computer-based programs which has streamlined and simplified keeping both their financial record keeping and the children's files.

Allow 10 minutes for evaluation (handout 1) for 1 ½ hour or 3 hour workshop.

END OF 1½ HOUR WORKSHOP

or

15-MINUTE BREAK IN 3-HOUR WORKSHOP IF COMBINED WITH 5B

Based on:

Standards of Practice for Administrators of Child Care Programs

A 1½ hour workshop or the second half of a 3-hour workshop if combined with 5A.

Welcome and Introductions

20 minutes

(including 5 minutes for Learning Outcomes)

- Have participants divide into pairs and interview each other using the following interview questions:
  - What is your name?
  - Where do you work and what is your position there?
  - How long have your worked in the child care field?
  - What is you dream or vision for the child care field?

  Give each pair five minutes to answer the questions, reminding them to switch halfway through. Then have the pairs present each other providing the information they have learned through the interviews.
- Make any necessary housekeeping announcements.
- Review the Principles of Participation (overhead 1). Omit if combined with 5A for a three-hour workshop.
- Review Learning Outcomes for this session (5 minutes) (overhead 30).

5B Learning Outcomes

Participants will:

- **Understand the difference between standards of practice and a code of ethics**
- **Understand the importance of standards of practice**
- **Develop a strategy to implement standards of practice**

Setting the Stage

5 minutes

(In preparing for this workshop, read pages 18-19 in *Partners in Quality: Tools for Administrators in Child Care Settings*.)

Present the following points using the notes provided below or in your own words.

What is the scope of standards of practice?

Standards of practice identify the particular skills and abilities necessary to perform the required tasks in a competent way. They focus on the set of tasks deemed to be the critical aspect of the

occupation. In the provision of child care, standards of practice often state that the practitioner must have a minimum level of understanding of the concepts, theories and practices before they can work in the field.

What is the difference between standards of practice and a code of ethics?
Standards of practice address the skills and abilities needed to work in the occupation. A code of ethics sets out principles of behaviour to be followed when delivering services. These principles deal with the honesty and integrity of the practitioner and the ways in which they interact with others.

Why have standards of practice?
Establishment and enforcement of standards of practice help practitioners develop and maintain the quality system that supports child well-being and development.

What is the basis for these standards of practice?
Several Canadian documents identified commonalities of standards of practice for administrators:

- Early Childhood Administrator: Occupational Analysis Survey Results (Grant MacEwan College)
- Manitoba Child Care Competency Standards for Directors in Centre-based Programs (Manitoba Child Care Association)
- Child Care Administrator Credentialing in Canada (Child Care Connections-NS)
- Draft Child Care Sector Occupational Competencies (BC Multilateral Task Force)

Activity (whole group)

25 minutes

Implementing the standards
Facilitate a large group discussion, using the following questions:

- Why have standards of practice?
- Is there an acceptable minimum level of standards of practice and implementation of those standards?
- What are the critical aspects of the standards of practice (i.e. the set of critical tasks?)
- Is there any difficulty in understanding the difference between standards of practice and code of ethics? Encourage questions from the group and have others answer from their point of view.
- Are there any "prickly" areas that can be identified in the standards of practice?
- What are the supports required for implementation of the standards in child care settings?
- Encourage discussion of standards of practice as a regulatory tool with challenges and benefits.

Activity (role play)

25 minutes

Implementing the Standards

Divide participants into three groups. Give each group one scenario from the scenarios listed below. Ask each group to develop and present a role play to illustrate the problem and a solution.

Scenario 1

Sick Leave Policy — One staff member is using an inappropriate amount of sick leave time.

Scenario 2

Role of Board Members — A board member is taking an unusual amount of interest in the day-to-day activities and encouraging staff members to talk to her with their concerns, rather than speaking to the Director first.

Scenario 3

Philosophical Differences — A newly elected board and the current director are having a philosophical difference. The board wants school readiness as the goal of the preschool group.

Debrief

5 minutes

Review the three role plays presented, discussing the problem, the solutions and the consequences of the action. Encourage participants to suggest other solutions.

Wrap Up

5 minutes

Close the session with a brief discussion of the supports that would be necessary for the implementation of the standards of practice, noting benefits to administrators, centre or family day home, and the children and families.

Allow 10 minutes for evaluation (handout 1) for 1 ½ hour or 3 hour workshop.

END OF THREE HOUR WORKSHOP

CANADIAN
CHILD CARE
FEDERATION

FÉDÉRATION
CANADIENNE DES
SERVICES DE GARDE
À L'ENFANCE

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Handouts

PS 031162

Participant Evaluation

Please answer the following questions. Your feedback is important in helping us continue to improve professional development opportunities.

1. Did you find the session informative?
   Please circle from 1 for not informative at all - to 5 for very informative

   1 2 3 4 5

2. What did you find most helpful/informative? _____

   _____

3. What did you find least helpful/informative? _____

   _____

4. Were the activities appropriate/helpful?
   Please circle from 1 for not appropriate/helpful at all - to 5 for very appropriate/helpful

   1 2 3 4 5

5. Were the materials appropriate/helpful?
   Please circle from 1 for not appropriate/helpful at all - to 5 for very appropriate/helpful

   1 2 3 4 5

6. Were there sufficient opportunities to share information and get to know others?
   Please circle from 1 for not enough to 5 for many opportunities

   1 2 3 4 5

7. Was the facilitator knowledgeable and well-prepared?
   Please circle from 1 for not knowledgeable and/or prepared to 5 for very knowledgeable and well-prepared

   1 2 3 4 5

8. Would you recommend this session to your colleagues and/or others? Yes ____ No ____
   To whom?

   _____

Please share any advice you would have or changes you would suggest to help us in planning sessions in the future:

_____

_____

Who is this Family?

Here are some of the many questions you may want to ask after you've accepted a child into your setting. Be sure to tell the family that this information will be shared only with your staff and not with the government or other agencies.

Has your child been in a child care program before?

Who cares for your child, other than parents?

- ☐ Grandparents?
- ☐ Neighbour?
- ☐ Friend?
- ☐ Other relatives?

Does your child understand English?

- ☐ Yes
- ☐ No
- ☐ A little

Does your child speak English?

- ☐ Yes
- ☐ No
- ☐ A little

What languages does your child speak/understand?

Have there been any particularily difficult events in your child's life?

- ☐ Being in hospital
- ☐ Separated from family
- ☐ War
- ☐ Serious injury
- ☐ Homeless
- ☐ Other

(If any of these events have occured, make a point of asking about it in more detail, either now or in the near future.)

How does your child show you that he or she wants to use the toilet? By saying

- ☐ "Pee-pee"
- ☐ "Poo-poo"
- ☐ "Su-su"
- ☐ "Ng-ng"
- ☐ "Liu-liu"
- ☐ "See-see"
- ☐ "Wee-wee"
- ☐ "Siu-bin"

What type of food is your child accustomed to?

- ☐ Hot
- ☐ Cold
- ☐ Raw
- ☐ Salad
- ☐ Milk

Is your child accustomed to feeding himself/herself?

Is there any food your child should not eat because of your family's religous beliefs or customs?

- ☐ Yes
- ☐ No

Which foods?

Where does your child sleep at home?

- ☐ In a crib
- ☐ In a bed
- ☐ On a mat on the floor
- ☐ Alone
- ☐ With a family member

In Canada, many children dress warmly and play outdoors in cold weather. Has your child had many opportunities to play outdoors in cold weather?

What are your child's favorite activities?

Would you be willing to come and share your family's ways of celebrating holidays with your child's group?

- ☐ Yes
- ☐ No

Case Study One

After the annual general meeting at Sunshine Child Care Centre, concerns about playground and equipment safety were raised. Two of the new board members agreed to look into the issue and visited the centre to see firsthand what improvements might be needed. They noticed that the much of the playground equipment was getting shabby and that there was an urgent need for repair and even some replacement equipment. One board member asked the director if she had some catalogues so that he could price replacement equipment. The cost of the items flabbergasted him!

Case Study Two

At a staff meeting at Denton Children's Centre, staff raised some concerns about the number of children being dropped off apparently having had no or very little breakfast. Parents were becoming increasingly pressed for time and were simply throwing in a box of cereal or an energy bar. The opening of the new department store had increased traffic flow in and out of the area and commuting times were increasing. In addition, it was winter and traffic was slower resulting in an even longer time for the drive to work. Children brought their own snacks but a hot lunch was provided by the centre. It was suggested that the centre should also provide a hot breakfast. Although most staff agreed it would be an excellent service and would give the children a good start to the day, the cost would send the already teetering budget over the edge.

Building Community Partnerships

- **Identify your potential partner.**
  Who has an interest in your issue?
  Who might be affected by the results of a partnership on the project?

- **Identify the goal of the partnership.**
  What do you want to accomplish with the partnership?

- **Determine the structure of the partnership.**
  What will it look like? Who will take the lead role? Who will do what tasks?

- **Identify a key person.**
  Who do you already know in the group?
  Who could be the contact person and work with you developing a realistic workable project?

- **Identify a concrete, tangible project.**
  What is a realistic project for us to accomplish?

- **Start out slowly and test each new idea; start with a *small* plan and progress.**
  What might be the first step toward this project?
  What process would you use to get to the first step and move forward from there?

- **Find consensus.**
  What issues might be different for you and your partner?
  How could you reach consensus?

- **Find financial support.**
  Where will you get the funding?

Overheads

PS 031162

Principles of Participation

- Protect the confidentiality of current and former child care families, colleagues and fellow participants.

- Be part of a safe environment: be non-judgmental; do not interrupt; be accepting of the ideas of others (even if you don't agree); don't dominate discussions, give everyone the opportunity to talk.

- Arrive on time, return from breaks on time and stay until the workshop is over.

- Provide support and encouragement to others.

WORKSHOP 1A

Learning Outcomes

- Understand different perspectives
- Understand the importance of communication
- Develop strategies for resolving differences

Setting the Stage

Different Perspectives

- Parents feel vulnerable, guilty and defensive.
- Parents feel undervalued by society and defensive.
- Parent and provider disagree.
- Relationship between parent and provider is affected.

Communication Tips

- Be an effective communicator
- Be an active listener
- Be aware of body language
- Learn how to resolve conflict
- Be assertive, not aggressive

Communication Exercise

Observer Questions

- What did the listener say to indicate interest in what the speaker was saying?
- What did the listener do to indicate interest in what the speaker was saying?
- What did the listener say to indicate their understanding of the message was accurate?

WORKSHOP 1B

Learning Outcomes

- Understand culture, how cultures differ and the significance of culture to identity
- Understand reflective practice and its importance to communication
- Begin to use the tools of reflective practice

Setting the Stage

- Breaking the Code
- Eye contact
- Pitch of voice
- Distance when communicating
- Touching

The Big Picture

- Is my practice better now than it was a year ago?
- Am I continuing to grow as a person within this work?
- What is helping me to grow?
- What is stopping me from growing?
- What in my work gives me satisfaction?

WORKSHOP 2A

Learning Outcomes

- Understand the meaning and importance of infrastructure
- Distinguish the relationship between infrastructure and quality child care
- Identify the impact of infrastructure on children and staff

Overhead 9

Setting the Stage

Who is Caring for Canada's Children?

- Majority are <u>women</u>
- Family child care - partner and young children
- Centre care - almost half are under 30
- Low salaries
- Caring profession

High Cost of Turnover

- Are child care providers satisfied with their jobs?
- What happens when providers are dissatisfied?
- How does turnover affect the children?
- Does turnover affect staff too?
- What are the costs of turnover?

WORKSHOP 2B

Learning Outcomes

- Identify factors that contribute to the quality of life in a child care setting

- Begin to work beyond their own program

- Develop awareness of collective influence

Setting the Stage

- Making connections
- Professional development
- Mentoring
- Peer review

Interview Questions

1. What affected your decision to initiate _____?

2. How do you communicate the importance of _____ to your staff?

3. What are the observable benefits of _____?

4. What effect has _____ had on your overall budget?

5. How has _____ been successful?

Collectively Influencing the Infrastructure

- Credentialing
- Accreditation
- Professionalism
- Professionalization
- Advocacy
- Unionization

WORKSHOP 3A

Introductions

A community is...

- a neighbourhood
- a church group
- a cultural group
- an entire town
- a business group

WORKSHOP 3A

Learning Outcomes

- Understand the importance of community partnerships
- Identify partnerships within the community
- Begin to prepare for potential partnerships

Case Study Questions

1. What project could grow out of this discussion?

2. Who might you approach to partner on this project?

3. What benefits could you identify for the partner?

4. What benefits could you identify for the child care centre?

5. What might the next steps be with regard to this or a new partner?

WORKSHOP 3B

Interview Questions

- Name one potential partner

- Identify the reason or benefit for your centre, agency or family day home to build that partnership

WORKSHOP 3B

Learning Outcomes

- Learn how to contact and work with potential partners
- Understand how partnerships function
- Learn some strategies when working with the media

Using the Media

Key Message(s) **Who is the Audience?**

Media Release

Date of release and location
Short 'blurb' of organizations in the partnership
Catchy Title
Use plain CLEAR language
Use easy to read conversational style
Use short snappy phrases

Radio or Television Interview

Prepare a backgrounder
Request an agenda for the interview
Know your information & present it clearly
Make a favorable impression
Try be helpful
Stick to the facts
If you aren't sure of a question - ask the reporter to repeat it
Briefly record what was said at the interview
Repeat your key message(s)

WORKSHOP 4A

Learning Outcomes

- Understand how the standards of practice relate to quality care

- Begin to take responsibility for standards in the child care field

- Be prepared to use the Code of Ethics

Overhead 22

The Principles of the Code of Ethics

- Child care practitioners promote the health and well-being of all children.

- Child care practitioners enable children to participate to their full potential in environments that are carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.

- Child care practitioners demonstrate caring for all children in all aspects of their practice.

- Child care practitioners work in partnership with parents, recognizing that the parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.

The Principles of the Code of Ethics (cont'd)

- Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.

- Child care practitioners work in ways that enhance human dignity in trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.

- Child care practitioners pursue, on an ongoing basis the knowledge, skills and self-awareness needed to be professionally competent.

- Child care practitioners demonstrate integrity in all of their professional relationships.

WORKSHOP 4B

Learning Outcomes

- Use the self-refection tool to review current practice
- Use the tool to identify areas of change
- Identify other avenues for personal growth

Self-Reflection...

- is an attitude and a method
- promotes understanding and empathy for children and parents
- fosters personal growth
- can and does make a difference

Working With the Self-Reflection Tool

- Was it easy to understand?
- Was it user-friendly?
- Were the questions applicable?
- Was the tool simple/complex?
- Will regular use enhance your personal growth?

WORKSHOP 5A

Learning Outcomes

- Understand the meaning and importance of program standards
- Identify the various categories of program standards
- Begin to incorporate practical application of programs standards on the day to day operation

What are Program Standards?

What is the Basis for Program Standards?

How are the Categories of Standards organized?

- Conceptual framework
- Program policies and procedural guidelines
- Physical facility
- Supplies and equipment
- Human resources
- Partnerships with children's families
- Record keeping and information systems
- Administrative policies and procedural guidelines
- Program evaluation
- Governance standards for centres or family child care agencies

Are there differences across settings?

WORKSHOP 5B

Learning Outcomes

- Understand the difference between standards of practice and code of ethics
- Understand the importance of standards of practice
- Develop a strategy to implement standards of practice

The bilingual series is intended to support practitioners in the child care field and to enhance the dialogue within communities on the importance of quality child care environments.

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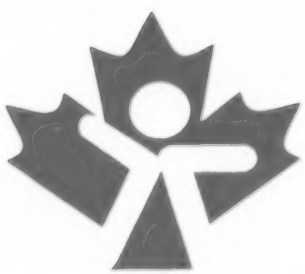

CANADIAN CHILD CARE FEDERATION

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